President Nixon visited Burlington to campaign for Senator Prouty's reelection on Saturday, October 17. Arriving in Burlington Airport after the first snowfall of the season, he successfully stumped for the Vermont Republican, who handily defeated former Governor Philip Hoff. At right Nixon steps off the Air Force one at the Burlington Airport. As he walked toward the airport hanger where he spoke, a couple of rocks were hurled in his direction. Security precautions at the rally were heavy, with both state troopers and National Guard present. Many students, and people carrying anti-Nixon or peace posters were denied admission into the hanger. The President delivered a 30 minute campaign speech, which was interrupted numerous times by heckling and obscenities, along with the cheers of the highly partisan Republican crowd. Below, students display displeasure with the President's visit.

THE CAMPUS

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Faculty Approves Revision

Of Frosh Grading Standards

At its November 2 meeting, the faculty modified the "flunk-out" procedures for freshmen. On the recommendation of the Administration Committee, the faculty voted "That first term freshmen who have two Fs and two Cs or better, or three Ds and one c or better at the end of fall term will be continued in college on academic probation."

When he presented the proposal, Dean of the College Deannis O'Brien explained that in many colleges more lenient rules have traditionally been applied to freshmen who failed their first semester. This was the case at Middlebury until the 4-1-4 curriculum was introduced.

At that time the faculty decided that special privileges would no longer be extended to first-year students. The admtnistration committee feels that another chance should be given to freshmen who showed some promise, even if it was merely a C grade.

In other business, English department chairman Henry Prickett reported on the meeting of the Conference Committee, which is a group of faculty members who meet directly with the trustees. He announced that the faculty members, who are Professors Gleason and Munford, had informed the trustees that there was sentiment in favor of making more scholarships available for disadvantaged students. The lack of funds was cited as the main barrier to the proposal. The trustees were said to be very sympathetic with the need. The need for a black faculty member was also emphasized, and the difficulty of finding a qualified black who would come to Middlebury was discussed.

In consideration of the question of financial priorities, the

Continued on Page 4

The Educational Policy Committee has circulated a questionaire to the faculty concerning the working paper for changing the Freshman Year that is reprinted The EPC has been discussing this working paper for several months and will continue to do so until a final document can be put together for formal proposal to the faculty.

Starting next week, there will be a series of open meetings to discuss and evaluate the various aspects of the working paper. Students and faculty are invited to attend and offer any comments and suggestions for improving the working paper. The student and faculty members of the EPC will be at these discussions to answer any questions and give the background of the discussion that has been going on thus far. This is a working paper only and not a series of proposals. The student members of EPC feel that this is a tremendous opportunity for all students to actively engage in a discussion of ideas for changing the makeup of the freshman and upperclass years.

The first of the meetings will be held in Proctor Lounge on Wednesday, November 11, at 7:30 pm. Anyone who has questions or ideas on how to improve the freshman academic experience is urged to attend.

The Cinema Club Festival

Underground Classics Coming to Middlebury

By Robert Kelsey

Underground is coming! On November 20, 21, and 22 at 8:00 p.m. in Dana Auditorium, the Middlebury College Cinema Club will present its first Underground Film Festival. A total of 42 films by 23 of the most outstanding avant-garde filmakers in America will be shown over a three-day period, a fairly complete introduction to the recent New American Cinema (9 hours and 20 minutes of viewing)

Each of three programs will be about three hours long, roughly broken in the middle for 20 min intermission of free coffee and discussion. After each showing, there will also be a longer discussion of the films for those who care to stay, led by the avid underground cinema buffs on campus (including the more articulate film 'aficionados' on the faculty). It is expected that enough interest will be generated for some of these discussions to go on through the night.

In addition, extensive program notes will be made up out of quotes and commentaries by and about the directors and the individual films, as well as about anything else which will clarify and elucidate, amplify and expand the film experience offered by the Festival.

A complete listing of the films and some commentary on the Independent Cinema will appear in the next two issues of the Campus. The cost of the Festival is being met only through Cinema Club admissions: tickets for the entire series go on sale this week at $3.-; a few available individual admissions may be sold at the door at $2.- per program.

The Underground Film Festival was conceived this summer under the very active leadership of Vassilios Haralambides, president of the Cinema Club and the Theatre Workshop. It was felt that, while Middlebury was presenting a fair share of good films each year, it had not brought as much of the 'underground' as its importance in current American culture would warrant.

A few years ago, Jack Smith's still controversial Flaming Creatures appeared here, and more recently Mekas' Hallelujah the Hills and those two experimental classics, Un chien andalou of Bunuel and Cocteau's Le sang d'un poete.

The non-narrative forms of American college community, but lately this has extended to what amounts to academic respectability with the appointment of Ken Jacobs as teach of filmaking at the SUNY at Binghamton, Stan Vanderbeek at MIT, Stan Brakhage at the Chicago Art Institute, Robert Nelson at Washington State, Ed Emshwiller at Cornell, and so on.

In a like way, we felt that the underground film at Middlebury should be taken out of the faddish 'cult' category and, in the words of Jonas Mekas, guru of the American underground film movement, 'demystified' and re-

Continued on Page 4

news shorts

The article in the last issue entitled 'Limited Winter Term Course Places Seen by Committee' contained two errors. It was reported that there were 1300 Winter Term Course places for 1500 students, but many students will be on internships or doing independent projects, cutting the total body of students well below 1500. The article intended to show that students may have difficulty getting into their chosen courses due to enrollment limitations, not that the College lacked sufficient course places for its students.

The other error was in the sentence 'which read' About fifty faculty members are on leave this winter out of a total of 130.' Though only eighty faculty will be teaching winter term courses, not all of the others are on leave. Some will be supervising projects or engaging in other services to the College. The actual number of faculty on leave will be fifteen or twenty. The Campus apologizes for any problems caused by the two mistakes.

The Reverend Beverly A. Asbury, Chaplain of Vanderbilt University, Nashville, Tennessee, will be guest preacher at the Morning Service in Mead Chapel next Sunday, November 8. His topic is 'The Ambiguity of Human Goodness.' A somewhat controversial figure in the mid-south for his outspoken views on racial issues and the Vietnam war, Mr. Asbury has frequently been criticized by the conservative press, particularly the Nashvill Banner.

A graduate of the University of Georgia and Yale Divinity School, he is a Board Member of Planned Parenthood Association of Nashville and the Human Relations Committee of Metropolitan Nashville and Davidson County. Mr. Asbury is ordained in the ministry of the Presbyterian Church.

Mayor John Lindsay has announced that New York City is launching the third year of its Urban Fellowship Program, a nation-wide competition to choose twenty Urban Fellows for full-time internships in New York City government from September 1971 to June 1972. Urban Fellows work directly with heads of City government agencies and top Mayoral assistants. Their assignments involve administrative problem-solving, research and policy planning. Each Urban Fellow will receive a stipend of $4,000 from the City and an additional minimum of $500 from his school, plus appropriate academic credit and waiver of tuition costs. All applications must be sent to the Mayor's Office, City Hall, N.Y.C. by January 31, 1971 and 40 finalists will be interviewed in N.Y. in mid-April.

Lowell Collection Added to Library

Middlebury College recently made an important addition to its Abernethy Library, which houses an outstanding collection of works by Pulitzer Prize-winning poet Robert T.S. Lowell.

The collection, part of which is now on exhibition in the main lobby of Starr Library, contains about 200 items. Included are many autographed first editions, first appearances in periodicals, limited editions, broadsides and a wealth of secondary material relating to his work. A great number of the works in the collection are scarce and some are unobtainable. According to Librarian John R. McKerna, probably the rarest item is a broadside done in memory of Robert F. Kennedy, of which there were only 50 copies printed.

Lowell, who is considered one of America's most honored and influential poets today, is a native of Boston. He attended Harvard University for two years and then went on to Kenyon College where he graduated summa cum laude in 1940. Several of his poems written during his undergraduate days were published in national magazines.

His first book of poems, "Land of Unlikeness", appeared in 1944. His second, "Lord Weary's Castle," won him the Pulitzer Prize in 1947, a year when he also received a Guggenheim Fellowship and a prize from the American Academy of Arts and Letters.

In 1949 he won the Guiness Poetry Prize, and a National Book Award for "Life Studies: New Poems and an Autobiographical Fragment." He also was named to the chair of the late Robert Frost by the American Academy of Arts and Sciences.

Lowell visited the Middlebury campus in 1968 as the guest speaker at the 40th Abernethy Lecture, an annual literary highlight at Middlebury.

UVM Grad Students Serve As Counselors

Middlebury does have a student counseling service ...in the form of two U.V.M. graduate students spending semester internships at Middlebury.

Sue Landes, resident of Forest East (2096) graduated from Michigan State (1970), majoring in political science-psychology. She is now working for a masters in student personnel services at U.V.M.

John Spessenger, resident of Stewart (2850) received a B.A. in philosophy from Cortland State, and is now in the U.V.M. graduate program in the same.

Both counselors are available to all students who want to air their problems to, and have someone help them solve them. They don't pretend to be 'shrinks'; nor do they want to replace Mommy or Daddy, the local minister or doctor. What they will be are objective and attentive listeners, aiding you in an examination of your problems, be they academic, social or psychological. Perhaps things will be seen in a little better perspective... and some solutions might begin to jell.

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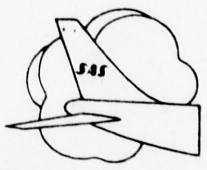

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Text of Educational Policy Committee Working Paper

As the name itself implies, Liberal Arts, are the arts of freedom. The Liberal Arts encompass studies, training and the practice of skills which not only produce a state of freedom but are themselves and expression of freedom. Men are truly free in their action and thought when they make a reasoned choice. Choice which is based on whim, superficial interest, misinformation, peer pressure, or social fads is not an act of freedom but acquiescence to external force. The curriculum of the College should attempt both to produce the capacity for reasoned choice and to give the widest latitude to that choice. To enhance and quicken the capacity for reasoned choice, the EPC has given considerable thought to the establishment of various new programs and curricular structures: the Freshman Program, the Perspectives Program in the upperclass years, the various Departmental and Program Majors. In their several ways these curricular patterns seek to free the student by enriching his capacity to choose. Broad patterns of study encompassing disparate areas of intellectual, artistic and practical skills offer the opportunity for the student to become aware of his talents and test his interests. Even finding out what one cannot do and what finally fails to interest, gives perspective on real strengths and deepest commitments.

With this clear aim of enhancing reasoned choice, then, the EPC offers for consideration the following curricular patterns covering the student's career from matriculation to graduation:

The Freshman Program

The Freshman Program is intended to offer the student an opportunity to test his skills and interests in a wide variety of subject matters, styles and rhythms of learning. Not only is there a diversity of intellectual matter and method, but there is a significant component dealing with the physical, practical and emotive aspects of development. It is our conviction that the Freshman year should be markedly different in quality, approach and style from the secondary school experience. We are persuaded that our current pattern of elementary courses, often taken for the sole purpose of getting the distribution requirements 'out of the way,' is a dispiriting introduction to the College. For these reasons, then, the following changes in the pattern of instruction are being proposed.

A Project Unit:

Students would be given the opportunity in either the Fall or Spring term to pursue a project of their own divising. All Project proposals would be submitted to a review committee by June 30 prior to the September in which the student matriculates. Projects may range through academic reasearch, scientific experiment, the arts, to a proposed reading list. Supervision would be carried on largely by upperclassmen chosen as Tutors for the Project program and evaluation of results would be by the Student Tutors. Grades would be 'credit' or 'no credit' with special citation for 'honors' work. The Tutor may recommend a Project for 'honors' recognition to a Faculty board or a student may request a faculty critique of his work. Although it would be the hope that most students would elect a Project, nevertheless, students will be allowed to request postponement of the Project until the Sophomore year or a complete waiver of the Project component. The Project unit is determined by the students' own interests and skills and they are allowed a sustained exploration of both their commitment and talent. The Project unit expresses an institutional expectation toward entering students that they are sufficiently mature and interested to formulate and carry through a project. Some will discover the beginning of a life-long career; some will discover that their interests were really superficial or their current skills inadequate to the task proposed. The EPC considers that honest 'failure' in an independent project has great educational merit.

Problems Courses:

In a recent self study, Swathmore College promulgated a rule: 'there is an arguable presumption against elementary courses.' The point was that given the level of preparation which more and more students bring to College, the traditional elementary, survey, 'from-the-bottom - up, from-the-Creation-to-now' course is no longer automatically acceptable. The presumption was arguable because the writers of the report recognized that in some disciplines, particularly those with strong sequential programs, education must start with first things and not in medias res. The EPC feels that there is validity in the Swathmore dictum and it also judges that not only the content but the form of the introductory course could well be changed.

"The traditional 'from-the-Creation-to-now' course is no longer acceptable. . . "

For this reason, EPC asks that departments consider offering to Freshmen certain kinds of material in six-week problem-oriented courses. Problem courses would be offered in Fall, Winter, and Spring terms. It is hoped, that where possible, these courses could be oriented toward current problems within active controversy. We recognize the difficulty of getting a student into 'advanced' work before he takes his first steps in some cases, but we feel that the sense of the complexities and the excitement of work 'at the fore-front' is a more valuable educational experience at the freshman level that is 'the rhetoric of conclusions.'

Besides current research problems, the EPC believes that there are discrete, defined topics within each discipline which could be profitably studied with in a Problems orientation, e.g., the problem of the aether, the controversy between the 'historical' mode of criticism and 'the new critics,' the history of the history of the American Civil War, study of the production concepts for Shakespearean plays through the years, 'mannerism' as a style or art, etc. The Religion Department has in effect already established just such a pattern in its 'elementary' program so that all that would be needed in that Department to implement this suggestion would be to regard each of the six-week units as a single, graded unit.

Analogies Course:

An inter-departmental course aimed at investigating analogies and radical dissimiliarities in disparate fields of intellectual inquiry, action and artistic creation. A course of this type, staffed in the manner suggested, is a kind of bell-wether of the Liberal Arts, or an earnest of our dedication to the traditional values of a diversified educational experience. Colleges have been willing for years to insist that students should be exposed to a wide variety of intellectual matters and styles and to insist that it was good for them to study outside areas of their strongest competence. What is paradoxical is that faculty have frequently been unwilling to exemplify this same approach in their own professional lives. The faculty member too often is willing to present himself only in a context as an expert in a single discipline, not a learner in many. The Analogies program calls for faculty dedication to a single course unit ranging over deliberately diverse matters. One person will be an expert in one aspect, but the other faculty will have to serve as more sophisticated and cannier 'students' as models per haps to the regular undergraduate students. The course then is designed not to be inter-departmental about a single topic, (e.g., the city) but to examine terms of ultimate generality that occur in widely disparate contexts in many fields. For example:

> Time-The novels of Mann; Neston and Einstein; musical composition. (German, Physics, Music)
>
> Space-Spatial expression of architecture; topology and n-dimensional spaces; utilization of space. (Fine Arts, Mathematics, Geography.)
>
> Absolutes and Constants-The concepts of God; the notion of atoms and the nature of physical constants, e.g., (Religion, Chem-Organization - Biological, economic, poetic. (Biology, Economics, American Literature.)
>
> Color-As an aesthetic problem, physics of color, problems of sensation and the real. (Fine Arts (studio), Physics, Philosophy)
>
> Law-Physical Law, moral law, constitutional law. (Chemistry, Philosophy, Political Science.)

The EPC suggests that this type of course should be seriously considered by the Faculty. If there is a Committee established to deal with the Freshman year, that committee might take as a responsibility the active promotion of such courses, but we feel that the success of the course will depend on the enthusiasm and willingness of individual faculty to engage in this kind of enterprise. Given the 'panache' (or 'chutzpah') of this kind of course, EPC judges that individual courses might accomodate large numbers of students with emphasis on lecture and some devices for discussion and debate between the various faculty associated with the course and student. Obviously, if there is not interest among the faculty for this sort of course, then it will remain a mere idea. (But as the Freshman Program on the whole attempts to set a series of expectations expressing a 'philosophy' of the Liberal Arts to the students, so we believe that the Analogies course makes a similar institutional press upon the faculty in terms of 'expectations.)

"What is recommended as educationally desirable is a more subtle discrimination within the varieties of offerings. . . "

In addition to the Project, Problem and Analogies aspects of the Freshman year, students would of course be taking courses from the normal curriculum. (EPC also suggests that students be allowed to sign up for a fifth course without extra charge and drop it at anytime at their own discretion. This option is for enthusiasts and shoppers.)

DISTRIBUTION REQUIREMENTS

Since the proposal for restructuring the Freshman year came out of an initial consideration of the future of the Divisional Requirements, the EPC believes that in planning a freshman program, the Freshman should distribute Project, Problems and Regular Course work in a manner roughly analogous to the current Humanities, Social Science and Natural Science Requirement. At least one of these units (Project, Problem, Course) must be in one of the traditional areas: Humanities, Social Sciences, Natural Sciences. (Analogies courses would be recommended to students but not required and would not satisfy 'distribution.') It would be strongly urged on students and advisers furthermore that in structuring a particular freshman's studies the significant internal distinctions in the various divisions should be recognized, and that the broadest spread of choices should be encouraged.

Specifically, there appear to be significant differences between those aspects of humanities which deal with the arts (Americal Literature, English and Drama, Music and Art) and those which deal with ideational material (Philosophy and Religion). (Even within the 'Arts' the difference between verbal and non-verbal is a significant break.) Within the Social Sciences there is a notable difference between those disciplines which are the 'producers' of 'laws:' (Economics, Psychology, Political Science and Socialogy and Anthropology) and History which is at best (or worst) a 'consumer' of Laws. In the field of Natural Science there appears to be a significant difference between macroscopic and microscopic phenomena, between earth and life science and studies of fundamental material constituents or very general physical laws. What is required is that one of the Project, Problem, Course components of a student's freshman program be in each of the traditional Divisional Areas. What is recommended as educationally desirable is a broader and more subtle discrimination within the variety of offerings. For example, an 'ideal' freshman program might appear as follows:

> Project: Creative Writing (Humanities - Art)
>
> Problem 1: Myths of Creation (Religion Dept: Humanities - I-problem II: Evolution (Biology: Nat. Sci Macroscopic)
> French 202
> Economics 202
> Relativity and Cosmilogy: (Natural Sci: Laws)
>
> Economics 203
> French 203
> Analogies
> Problem 1: The Chinese Revolution, (Social Science: Descriptive.)
> Problem II: Woodcut
> Humanities: Art—non-verbal)

Since the aim of the Freshman Program is to enhance the capacity for freedom through rational choice, it would appear inconsistent to impose the program (project, analogies, problems) on every incoming student. The Freshman Program is a kind of bench mark against which any other program should be measured, (but the College should permit alternatives for those students who can demonstrate that they have a program of study which issues from carefully considered choice.)

Though most students would benefit from the victories and defeats that would accompany an Independent Project during their freshman year, not everyone will judge it appropriate to venture in that direction. Interests may not be sufficiently clear or skills too rudimentary to make the Project sensible, and the student may request that the Project be waived entirely or held in abeyance while he pursues a course of studies leading to the Project. On the other hand, some students may already have achieved sufficient clarity of interest and skill relative to the various departmental curricula so that they would choose to direct their time toward those ends. Thus, a confirmed premedical student might well decide to waive or postpone a Project and not elect Problems or Analogies so that he could begin immediately with full course work in biology and chemistry.

The only strictly required aspect of the Freshman year is the 'distribution' between the traditional divisional areas in whatever pattern of Project, Problems and Courses that the student chooses. Since this encompasses such a wide variety of subject matters and teaching possibilities, we feel that it would not lead to the negative effects which 'coercive' programs may engender while at the same time directing the student into significantly different areas of study and skill. If the College at the same time states in its rationale for the Freshman program and encourages through its advising

Continued on Page 5

Underground Film Festival Scheduled. . .

Continued from Page 1

cognized for what it is and is not. Contrary to some beliefs in the matter, the New American Cinema (another name for 'underground', or 'independent', or 'avant-garde', or 'experimental', or 'personal', etc.) may be nythic, but it is not really a collective phenomenon; these filmakers may be committed to an 'aesthetic of autonomy', but they are still tremendously personal critics of the social scene in all its complexities.

Another immediate object in creating such an extensive program is to 'educate' the underground film sensibilities of our Middlebury College audience, faculty, staff, and students alike. Assuming success and a new awareness, the Cinema Club is already planning an informal cinema workshop for those who want to make their own film statements, but who need the loan of a camera, need technical instruction, and need encouragement.

We would also like to convert enough new adherents to this type of cinema so that we can have regular underground film showings throughout the year at Middlebury and, if possible, to have the filmakers themselves come to talk to us and present their latest work.

Although avant-garde films have been in existence for most of the twentieth century, 'he Underground Film Festival is mainly concerned with the so-called third and latest period, those made from the mid-1950's to the present. This required a difficult reduction in choice, of course, but the concept of a 'perspective' covering genres, techniques, historical influence, and important directors resulted in a majority of the Festival offerings from the 1960's. They cover all aspects of the film movement from the mystic, drugs, pop-camp, demonic, light and cosmos, eye and time, to the indian problem, racial satire, film experiments, computer art, and of course, the sexual metaphor in all its forms.

The films range in length from a three-minute haiku like Baillie's Mr. Hayashi or the five-minute social protest of Stan Vanderbeek's Science Friction to the 30 or 40-minute full-length works of Anger, Scorpio Rising and Inauguration of the Pleasure Dome - Sacred Mushroom Ed-Stan Brakhage's newest film, Lovemaking I-IV.

The Presentation will be historical, rather than generic, by techniques, 'auteurs', or other artificial divisions. Presenting the programs this way, by the year of appearance, the audience can view the films as a developmental experience, such as would have been the case if it had been present in one of the active underground centers like the San Francisco Bay Area, for example (North Beach in the Fifties - Anger, Brakhage; or the Haight-Ashbury in the Sixties - Baillie, Connor, Van Meter, Nelson; or Berkeley after 1964 - Lipton, etc.).

Most of the major filmakers are represented, although the final choice was limited by time and availability of films, so that Peter Goldman's famous Echoes of Silence is missing (over an hour long), as is the great work of Gregory Markopoulos (all withdrawn by him when he left the country).

On the other hand, we decided to leave out Andy Warhol because most of his major pieces are four to twenty-four hours long. Besides, his newest film, Trash, is the commercial success of the month in New York -- this one film, with the latest super-stars, Holly Woodlawn and Jane Forth, may be seen on 42nd Street for the price of the entire Middlebury Underground Film Festival. We were also pretty sure it would hit the Campus Cinema on Main Street within the next few years; the others will not -- ever.

Ultimately, then, we are bringing this Underground Film Festival to Middlebury College to provide you with a major experience extending out of the pulse, heartbeat, eyes, and fingertips of America's film poets. As Jonas Mekas says, 'We want to surround this earth with our film frames and warm it up -- until it begins to move.'

On Friday, Saturday, and Sunday nights, the 13, 14, and 15 of November at 8:15 in Wright Theatre, the department of English and Drama will present "The Last Analysis," the only full-length play of Saul Bellow, author of "Herzog". The subject of the play is, in the playwright's words: "the mind's comical struggle for survival in an environment of Ideas -- its fascination with metaphors, and the peculiarly literal and solemn manner in which Americans dedicate themselves to programs, fancies, or brainstorms."

Set in a warehouse in New York, the play revolves around Bummidge, a former t.v. star who has fallen into oblivion and who has taken up psychoanalysis. He has discovered Humanitis, a disease brought about when being human becomes insupportable. As Bummidge tells us: "There is no other creature that aims to change itself, or discover another kind of life. From top to bottom, each man rejects himself, denies what he is, and doesn't even know it."

The role of Bummidge will be played by Dave Koret, '71; his estranged wife Bella, by Amy Gootenberg, '74; his sister Madge, by Alex Elson, '74; his son Max, by Steve Sweet, '73; his Aunt Velma, by Christine Piotrowska, '74; his secretary Imogen, by Beveriie Conant, '73; his paramour Pamela, by Lois Annich, '74, his old pal Louie Mott, by John Schwab, '74; his scientific collaborator Bertram -- formerly a ratcatcher --, by Richard Rogers, '74; Galluppo, a private detective, by Rick Swacus, '74; Aufschnitt, a Viennese tailor, by Peter Driscoll, '72; Fiddleman, an impresario, by Jonathan Emerson, '74; a technician, by Stanley Kitman, '73; and a messenger, by John Wilson, '73.

The production is being directed by Professor Erie Volkert, assisted by Sharon Rickey, '71. Tickets may be reserved at the box office in Wright Theatre.

Faculty meeting

Continued from Page 1

faculty members stated that they felt that increased human resources were more important than an expanded physical plant. They said if more buildings were planned, however, computer facilities and a performance center should be considered.

Responding to inquiries about the athletic policy, they told the trustees that emphasis should be placed on life-time sports, rather than inter-collegiate activities, in planning new athletic facilities.

President James I. Armstrong announced the appointment of Professor Robert Mead as Director of the Middlebury summer Spanish school. Dr. Mead, who taught at the University of Connecticut, will replace Emilo Gonzalez Lopez as director.

Dean of the Faculty A. Richard Turner reported that faculty members might be requested to raise the number of students who could enroll in their winter term courses. Dr. Turner pointed out that a 20-1 ratio could not be maintained. This winter students will be asked to submit five course preferences, as opposed to last winter, when they chose four. The matter will be discussed further at division meetings.

Faculty approval was requested for course offerings which had been passed by the Curriculum committee. A discussion of the role of the curriculum committee followed, for some faculty members feel a curricular overview is needed to coordinate course offerings, elimi nate curricular deficiencies, and facilitate inter - departmental communication.

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Working Paper...

Continued from Page 3

system full exploration of the significant sub-divisions of the traditional requirements, the Committee is convinced that the student who opts out of the bench mark program will be able to formulate more clearly the considerations which lie behind his own plan of study. The aim of the College should not be to force all students into a single pattern but it should encourage the student to make the considered choices which are the mark of that freedom which the Liberal Arts are intended to promote.

In furthering this aim of enhancing rational choice, we suggest the following mechanism:

By June 30 of the year in which the student first matriculates at Middlebury he will submit to the College a proposed plan of study for the freshman year. This program will outline the nature of his Independent Project if he chooses one and indicate his choices of Problems, Analogies courses, and Activities (see below) as well as regular course choices. A student who chooses not to follow the Freshman Program will be asked to submit an alternative plan along with its justification in terms of his interests and talents. All freshman programs will be reviewed by a specially designated board, and students will be notified during the summer about the acceptability of their proposed plan of study. In cases where programs are turned down a statement will be made covering the reasons for questioning the proposed plan. When students arrive in the Fall, they will have a conference with their Freshman faculty adviser and Student Tutor to make any alterations which may seem appropriate.

"... the College should encourage the student to make the considered choices which are the mark of that freedom which the Liberal Arts are intended to promote."

PHYSICAL EDUCATION

All freshmen will be expected to take three terms (Fall, Winter, Spring) of supervised activity either in Physical Education, Community Service, Craft Activity or other 'extra-curricular' activities not primarily associated with verbal skills (e.g., newspaper or radio). At least one term of this unit must be taken in Physical Education.

This is a 'non-intellectual' requirement. It is intended to get the student out of his room and doing something either in physical activity, with other students or with some 'physical stuff.' In the largest sense it might be thought of as a mental and Physical health requirement. We urge that some 'academic' component covering drugs, sex education, physical fitness and health be made a part of the program. Although the College would normally expect every student to participate in the Activities Program, requests for postponement or outright waiver in exceptional cases could be considered by the Deans or Administration Committee.

Language Requirement:

It will be noted that no vestige of the Language Requirement remains even in the minimal 'distribution' of the Freshman year. There really seems to be no way in which this could realistically be incorporated in anything except course work at the elementary level. EPC does not wish to maintain a language component in that form. Languages do play a central role, however, in the proposed Perspectives Program of the upperclass years.

English 101:

EPC has not specifically discussed the ED 101 requirement but it would seem by implication that continuing this requirement would tend to constrict the operation of the Freshman Program. The Committee's tentative conclusion would be, then, that this requirement be dropped.

The Upperclass Years

The Upperclass years continue to build on the structures of the Freshman year. It is expected that most students will select a major program centering in one of the established departments or programs. The 'traditional' major is nothing more nor less than a locus of those problems that men have perennially found necessary or interesting to solve, and the skills, crafts, facts and theories that have advanced the solution of those problems. Despite occasional attacks on the relevance or 'accidental' character of the traditional departments, these areas with their associated disciplines are testaments to various kinds of human liberation from ignorance, clumsiness or insensitivity.

Perspectives Program:

At the same time, it is clear that new problems and new techniques constantly appear and that the world is too vast and complex to be neatly divided into the twenty-six compartments which constitute the departmental structure of the College. For this reason EPC regards with favor an expansion of current 'Program Majors' which cut across departmental and divisional lines. Finally, following the principle that rational choice is to be honored, students with carefully considered programs of study defined by a comprehensible problem and informed by some demonstrable discipline or disciplines should be granted permission at the end of their sophmore year to focus their major interest in a program of their own divising.

Because it is a basic belief which informs the life of Liberal Arts Colleges that any particular human skill is enhanced either by enrichment from, or contrast with, disparate skills, the EPC recommends that when students select the area of their major interest they should also select a contrasting area of studies which will give maximum perspective on their proposed field of specialization. This is not a traditional 'minor program' in which the student reinforces his own bent by courses 'outside' the field in some rather trivial sense, it is an attempt to move to points of contrast and sharp perspective. For example, students deeply involved in emotive, subjective material might be encouraged to construct perspectives programs which maximize the purely theoretical and objective. There are no fixed patterns of study for Perspectives, but in setting up the program with an adviser the aim should be to emphasize contrasts in terms of the projected work in the major field.

The Perspectives Program breaks down into four major areas. In the broadest sense these areas cover three of the most basic ways that men relate to their environment – as knowers, as makers, and as doers. The first three areas of Perspectives cover roughly the areas of theory, poetry (in the largest sense of products made by man) and society, the realm of human action. The final Perspectives unit is a kind or summation of these areas which gives contrast through the study in depth of a foreign culture. Students whose main concentration is in theory will be asked to construct a Perspectives program which will examine in depth man as maker and expressor, man as social actor, or a foreign culture in its manifold aspects. The same considerations apply to students majoring in other areas. The general outline of the Perspectives program is as follows:

(A student chooses one area; either A, B, C or D. Courses taken in Freshman year will count toward the Perspectives Program but not Problems or Projects. Nevertheless, Winter terms will count in the upperclass years when counting the 'term' requirements.)

A. Theory Construction & Technique: Four terms devoted to a study of the nature of theory construction, artificial languages and research techniques. Three terms shall be in the area of biology, chemistry, physics, geology, mathematics, logic and philosophy of science and sociology. (May not be selected by majors in Mathematics, Biology, Chemistry, Physics, Psychology

B. Expression and the Arts: Four terms concerned with problems of literature, expression and the arts. At least one term must be taken either in a nonverbal art form (painting, music, dance) or in creation or production (writing poetry or fiction, drama production, studio, composition). (Not open to majors in American Literature, En-

C. Society and Values: Four terms devoted to a study of human nature and society with a particular emphasis on the political, ethical, economic, religious and other values that guide or determine action. Courses would be taken from appropri-

Continued on Page 10

THE BIGGER THEY ARE
THE HARDER THEY MELLOW
THE
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2½ miles past the Field House

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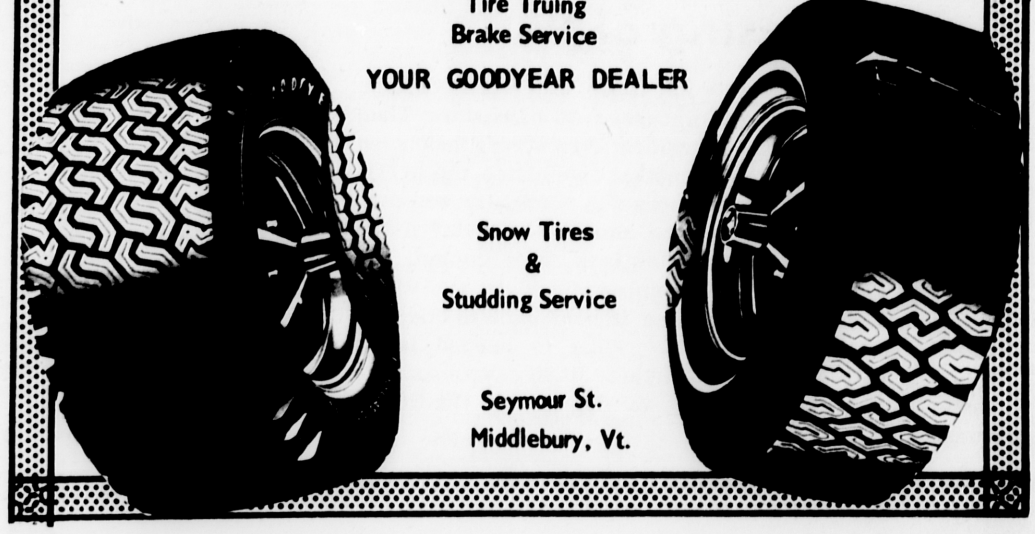

Editorials

Academic Complacency

The election fo Robert Hill to the chairmanship of the Educational Policy Committee is an encouraging sign in a committee that for two years has been marked by curricular intransigence not curricular innovation. Mr. Hill, a member of the English department, was a prime mover behind the 4-1-4, the EPC's last innovative venture. He brings fresh energy to a committee whose vigor seems to have been sapped by that last change.

Reprinted in this issue of The Campus is a working paper of the EPC, primarily concerning the freshman year. The proposal, though imaginative, is not new, for it is a time-honored veteran of many past EPC meetings. Like the working paper, most curricular proposals are relegated to years of committee meetings, and, as in the cases of the 4-1-4 and letter grading proposals, are usually rejected at least once by the general Faculty. The deliberate nature of change at Middlebury prompted last year's EPC chairman Frederick Cabot to remark, 'By the time we get these things done, usually things have changed again, and it's time to keep changing.' In other words, the College is doomed to be an everlasting victim of procedural time-lapse. Since the College's primary function is academic, the prediction is a pessimistic one, but one that has certainly been borne out in recent College history.

The College should be reviewing its curriculum constantly. The fact that a comprehensive review has not been undertaken for several years is discouraging, and should underline the importance of the EPC's work this year. The College can best guard it academic strength not by shielding its curriculum from criticism and reform, but by being its most vigorous critic and constantly evaluating its accomplishments. Such has not been the tone of either the Faculty or the EPC over the past years. If the College has one purpose this year it should be to rectify the complacency of the past, and to prove false Mr. Cabot's predictions of perpetual academic obsolescence.

Contraceptives on Campus

One of the College's most severe health problems is pregnancy. Last year, by reasonable estimate, ninety Middlebury women received abortions, all of which were both illegal and unnecessary. They had further ramifications as severely traumatic experiences for most of the women involved. Yet the College seems determined to ignore the relatively simple solution to a problem that has reached epidemic proportions. Though several groups have provided birth control information and aid to Middlebury students, student organizations are hardly the proper place for student health care. The only reasonable place for such aid is the College's health service. The dimensions of the problem adequately represent the urgency of the problem. The College's policy of deterence through pregnancy has been an inadequate response and should be changed by providing information and contraception for Middlebury students.

Disposing of ROTC

The ROTC issue --- for those who were not here last year --- has been discussed ad nauseum. Thus it is unfortunate that President Armstrong has seen fit to send the question to another committee, the ROTC committee, for further discussion. Faculty voted to reopen the issue during the emotional fervor of the May strike. Now that emotions have cooled, the Faculty seems somewhat embarrassed by the whole issue, and is relieved to see it sent back to committee for further discussion. What is needed is not more discussion, but a simple faculty vote on the issue. The quickest way to dispose of the ROTC question is to act on it.

Letters to the Editor: An Ex

"a dogmatically polemic editorial. . ."

To the Editor

I have to agree with Mr. Early that President Nixon's "comprehensive statement" on Vietnam was a disappointment. However, I should like to point out that in his dogmatically polemic editorial, Mr. Early made a few assertions which are at best misleading and at worst false.

Mr. Early claims that "Vietnam was then and is now one nation." A few minutes- research on this subject would have shown that "Vietnam" was never one nation: it is composed of what used to be known as Cochin-China, Annam, and Tonkin. These three ethnically, religiously, and culturally different regions were "unified" by the French (those dirty foreign imperialists!) in the 1880's.

It is surprising how successful the communists have been in their attempt to rewrite history—to the extent that this idea of "one Vietnam" is now generally accepted (by those too lazy or too gullible to bother finding out for themselves) as having some basis in fact, which it does not. Indeed, as far back as a thousand years ago, there was a wall built where the DMZ is today.

Concerning "free" elections: I would like someone to show me a single instance of such an election having been held in North Vietnam — or any other communist country, for that matter. I find it highly amusing that the communists accuse others of a crime which is their own most obvious fault.

I cannot see how Laos, Cambodia, South Vietnam, and Thailand could possibly determine their own future free of all foreign interference without some form of U.S. support, while North Vietnam is free to wage war on those countries with the logistical and diplomatic support of Russia and China—or is Mr. Early one of those who hold the decidedly racist view that North Vietnamese invasions are not "foreign intervention" because 'all of those Orientals are the same anyway— you can't tell 'em apart'?

Mr. Early also speaks of "unrepresentative native elites in brutal civil wars against their own people." Perhaps he believes that the communists who, during Tet, sent SS-style murder squads door-to-door in Hue to butcher between 3000 and 4000 (the number is not quite clear, due to the dismemberment of many of the bodies, and the method of burial) people, are more representative—? Or that Sihanouk, as corrupt and arrogant a dictator as any, was a fine patriot? Or that it is possible for a "civil war" to exist between two (or rather, among five) nations which were never united? Or that a "native elite" could be "unrepresentative" if it nevertheless had a people of its "own" against which to wage "civil war"—?! Or that the implication that we should not support only those governments which we judged were "unrepresentative" would not in itself constitute an attempt to influence the politics of other nations? Come on, now!

Jack Rymsha

Mr. Early Replies

I have no idea what texts on Vietnamese history Mr. Rymsha has been reading, but all the sources I have seen agree that French colonial policy in Indochina was 'to divide and rule.' Rather than 'unifying' Vietnam, which had already been unified under the Nguyen emperors after the Tay Son revolt in the late 1700's, the French conquered the country in stages and dismembered it.

They first occupied Cochinchina, or the south, then Annam and Tonkin, the central and northern portions of Vietnam. Cochinchina was made a colony and placed under direct French rule, Annam and Tonkin were classed as protectorates.

Each was administered separately and all three were loosely integrated into the Indochinese Union, with Laos and Cambodia, in a further attempt to suppress the national identity of the Vietnamese. Under French colonialism, it even became a crime for Vietnamese to refer to their country as 'Vietnam' and the French insisted on referring to them as 'Annamese.'

While the people of Vietnam do have different regional characteristics, at least 85 percent of the population is ethnically and culturally Vietnamese—and it was the same in the 19th century. Religious differences have never been regional. The majority of Vietnamese have always been nominally Buddhist or Confucian; even the Catholic minority, a product of French rule, was relatively well dispersed throughout the country until 1954, when hundreds of thousands of Catholics fled North Vietnam and became the nucleus of support for the anti-Communist Diem regime in the South.

During almost a thousand years of independence (beginning with the overthrow of direct Chinese rule in 939 and ending with French colonization in the late 19th century), Vietnam was indeed often divided by dynastic conflict. But the constant theme of Vietnamese history has been the struggle of the Vietnamese people against foreign invaders—first the Chinese, then the French and now the Americans.

The goal of modern Vietnamese nationalists since the very first uprisings against French colonialism (led in the pre-World War I period by supporters of the old imperial order) has been national independence and unity. The French opposed this for obvious reasons.

On the matter of the free elections that were supposed to have been held to re-unify Vietnam under the terms of the 1954 Geneva Accords, Mr. Rymsha is equally confused. It is true that Communists elsewhere, in Korea for example, have opposed elections as a means of solving the problem of a divided country when their chances of success were not good. But the Vietnamese Communists, did not oppose such a solution because they had every reason to believe that they would win any nation-wide elections held in Vietnam in 1956.

As leader of the Viet Minh in the war against the French, Ho Chi Minh was, after all, a national hero with an unparalleled popular following. Even President Eisenhower acknowledgeed that a Communist victory would have been inevitable had elections been held. They were not held because the U.S. set out to create and then support an anti-Communist government in the South, and encouraged its hand-picked leader, Ngo Dinh Diem, to reject the Geneva solution.

Mr. Rymsha seems to think that the present state of war throughout Indochina is the result of North Vietnamese aggression against South Vietnam, Laos, Cambodia, and Thailand. It is strange indeed to find Thailand on this list, since it is Thailand that has been waging war on North Vietnam and not the other way around.

The Thai goverment has permitted the United States to transform the country into a massive base of operations against the North Vietnamese. Eighty percent of all U.S. air strikes against the North originated from U.S. Air Force bases in Thailand. And even now, the U.S., does not maintain 60,000 servicemen there for nothing. Thai-based B-52 bombers have for the last two years been diverted to targets in South Vietnam, Laos and Cambodia.

THE CAMPUS

Opinions expressed on the editorial page do not necessarily reflect the official position of the College. Signed columns, letters and articles are the responsibility of the writer.

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xchange on Vietnam

Like the war in South Vietnam, the conflicts in these other two countries stem from American refusal to accept the outcome at Geneva. Laos and Cambodia were supposed to have been neutralized so they could act as buffer states between Vietnam and Thailand. But American foreign policy in the late 1950's opposed this, and so, led by Eisenhower's Secretary of State, John Foster Dulles, (who believed neutralism was 'immoral') we attempted to bring Laos and Cambodia into our sphere of influence along with South Vietnam

The attempt in Laos has involved millions of dollars in military aid and almost sixteen years of subversion and intrigue by the CIA and the State Department. Today we are still propping up a Royal Lao government which can not even do its own fighting. The ground war against the Communist Pathet Lao has become the responsibility of a 'clandestine army' of Meo tribesmen trained, supplied and led by former members of the 'Green Berets.'

In Cambodia, U.S. opposition to the neutralist course of Prince Sihanouk first took the form of pressure to join Dulles' anti-communist SEATO pact. More recently it led to American encouragement of the military coup which overthrew Sihanouk.

In each instance, it has not been North Vietnamese 'aggression' which precipitated civil war. North Vietnamese troops have been active in Laos to help defend the Pathet Lao against U.S. air attacks and to protect the section of the Ho Chi Minh trail that passes through the southern part of the country.

North Vietnamese and Viet Cong troops were driven into sanctuaries on the Cambodian side of the South Vietnamese border by years of American saturation bombing of their rural bases in the South. The Vietnamese Communists moved further into Cambodia only after the change of government in Pnompenh last March, threatened them from the rear. The U.S.-South Vietnamese invasion merely accelerated their drive to the west and left more than half of Cambodia under the control of Vietnamese Communist and native pro-Sihanouk forces.

Prince Sihanouk was, by the way, a 'patriot' and it is to his credit that he succeeded for so many years in keeping his country out of the fighting that now engulfs it. Despite charges of Royal Corruption and the smear campaign of the Lon Nol government, Sihanouk remains, even in exile, the only Cambodian leader with real legitimacy and wide popular support among the peasant majority

Mr. Rymsha's charge of racism is interesting and ironic. I am quite aware that all these 'Orientals' are not 'the same,' and so is the U.S. government. In fact, American policy is in many ways similar to that of the French; we too are dividing and ruling. As Noam Chomsky writes:

'The American intervention, like imperialist wars in general has stirred up ethnic and class hatreds, set groups in conflict, and raised every conceivable antagonism to the level of a bloody conflict. The Vietnamese and the Thai, the two strongest and most dynamic societies in the region, are virtually at war. The Cambodian Army has massacred Vietnamese living in Cambodia. The Meo have been set against the Lao and other hill tribesmen The Thai are driving the mountain tribesmen from their homes, and fear the native Lao population. The Thai and Saigon elites are now laying plans to devour Cambodia. Chinese Nationalist troops remain active in border areas. Cambodian mercenaries fight the Viet Cong alongside Thai and South Koreans brought to Vietnam by the Americans.'

Finally, there are Mr. Rymsha's comments about the killings at Hue and about the representative character of the Vietnamese Communist movement as opposed to the character of the native elite that rules in Saigon.

Continued on Page 9

For Chrissy *who played underneath the table while we talked*

You peek at me from underneath the table,
two eyes watching as I speak of
Goethe and Ophelia and of this man
or of this other - your father listens
to what I conclude, mother is nodding
her head, agreeing with what is said -
And you, you peek at me from underneath

the table. Say Goethe's sitting by
his German desk, discussing Gretchen
and the rest of that parade - what
would the man say, if bending over
to scratch his leg or pick up a paper
dropped off the table an hour or more ago
he saw you down there, ruler of the floor?

Do you know of Ophelia, sweetest girl,
who loved, was left, or left - I'm not
too sure - or of her boyfriend, Hamlet,
Danish prince, who talked alot of doing
what he did? Grow up a few more years, a few more
feet, you'll come to know the world of I know this.

Of I know this, what's more I also know
that worlds are made as fast as made worlds
go. You play beneath the table: grandest court
with columned feet and voices from above -
If you could understand our talk, ourselves,
you would know less than what perhaps you know
beneath the table there - denied to us.

JULIA ALVAREZ

JAMES DICKEY

'Deliverance': How Decent Men Kill

By BRUCE MORGAN

James Dickey is forty-seven years old, one of America's most gifted and prolific poets, and Deliverance is his first try at writing a novel. As Dickey has explained on the Dick Cavett show, this is a book about 'how decent men kill.'

It soon becomes a story of men reduced to their barest selves -- their bodies and instinct -- in the most essential situation -- kill or be killed -- and how they survive, if they do.

The try at deliverance begins when four modern suburbanites decide to break the boredom of their lives with a weekend canoe trip through the hill country of north Georgia. Only one of them, Lewis, has any idea how to beat the wilderness, and for him the whitewater odyssey is just another way to prove himself immortal.

Away they go -- the narrator, Lewis, and two other affable dudes -- away from wives and families and familiar things, into a land where towns sound like Oree and Aintry, and ornery folk tend to live up to names like Bullard and Griner. Or as one member of the party says, "out of the sleep of mild people, into the wild rippling water."

There are warnings, of course, that something rather dark and bloody may lie in wait along the river as it drops, snags, and turns on itself, but these are men who need to prove something to themselves, and so they go.

Continued on Page 9

Film Preview

"Diary of a Country Priest"

BY ALLEN THIHER

"Journal d'un cure de campagne"
A film by Robert Bresson 7:00 and 9:30 Monday in Dana

The viewer who is familiar with Bernanos' novel Journal d'un cure de campagne (The Diary of a Country Priest) is likely to be surprised on seeing Bresson's film. The turbulence of Bernanos' prophetic style has disappeared, and his caustic indictment of a sterile, Pharisaic society has been attenuated.

In the film the viewer encounters an austerity and economy of work and image that he has probably never seen in the cinema before. Yet, Bresson's film version of a young priest's tale of sainthood is perhaps the most faithful recreation of a literary work that any director has accomplished in the cinema.

Bresson's priest is a spiritual twin of Bernanos', one who seems to have walked from the pages of the fictional diary and onto the screen. As Andre Bazin has commented, cinematographic adaptation of literary works has attained a new level with this film. The film is not a translation of the novel into the language of images. It is a new creation, a secondary work, for which the novel has served as a foundation The novel continues to exist as an autonomous work, but one that has been transfigured by the film

In Bresson's film each image is stressed. This subordination of montage to the individual image is predicated, however, on the need to capture a spiritual conflict in concrete terms, to force the physical to bear a spiritual message. As Peguy, the Christian mystic with whom Bernanos has many affinities, one stated, the spiritual is carnal.

Bresson has thus attempted to translate an inner drama in terms of the most elementary physical reality, he has attempted to clothe the spirit with flesh that reveals the spirit. Moreover, the film is a diary, and each image is a concrete moment transcribing the priest's way of viewing his anguish as he searches for grace. Take, for example, the image fo the priest when he has fallen in the mud. The mud is not just an objective equivalent for the inner sense of degradation he feels. The mud is the degradation, both spiritual and physical, that the priest lives.

The viewer may be disconcerted by other aspects of this extraordinary film. Bresson's refusal to use professional actors gives rise to an acting style that may seem clumsy at first. But Bresson's choice here is again deliberate, for the acting must be subordinated to the image, and the image aims at neither psychological truth nor sociological realism.

The actor is asked only to submit himself to the camera as a physical presence that incarnates a spiritual destiny. This is why Bresson's camera concentrates on close-ups, for it is the human face that can best reveal the carnality of spiritual distress.

This work of transfiguration is perhaps most evident in the way in which Bresson has simplified the narrative development. All extraneous material has been out so that only the priest's physical and spiritual suffering remain--and the physical and spiritual are equivalent in this world. The young priest of Ambricourt must confront a parish that cannot understand him and thus scorns him as it inflicts needless pain upon him. Suffering unknowingly from a stomach cancer, he must content himself with a diet of bread and wine--the essence of communion--which in turn causes him to be suspected of alcoholism.

His efforts to have successful communion classes are doomed to failure for his one willing pupil subjects him to mockery when she tells him, as her giggling friends listen from behind a door, that if she learns her lessons well, it is only because of the priest's beautiful eyes. Anonymous letters begin to torture him. His one successful attempt to convert a parishioner, a countess, results in his being accused of responsibility for her death.

Yet, the priest persists in self-sacrifice even when he finds himself rejected by the community to which he would bring spiritual aid. Finally discovering that he is going to die soon, he goes to visit Dufrety, a friend from his seminary days. He finds his friend in a fallen state, living in a miserable apartment with his devoted mistress.

It is in this place of unrepentant sin that the priest completes his imitation of the Passion, for he dies in the care of his friend's selfless mistress. Having reached the nadir of his fall, the priest dies proclaiming that "All is grace!" And with these words his quest for grace seems to triumph in tragic terms; his affirmation elevates him to the status of a tragic hero.

Bresson's film is slow and demanding, for he rejects the usual principals of montage in favor of a deliberate concentration on the physical intensity of the individual image. In most films one expects to fined the individual image conditioned by its context within a sequence of images, and the process of meaning is one of accretion and development.

Continued on Page 10

Norwich Edges Panthers; Middlebury Defeats RPI

The Panther's dropped a close one Saturday, 21-20, by going for the two point conversion- and getting none as Norwich prevailed for its sixth victory this season.

The loss came despite outstanding performances by Anderson's all-Frosh backfield. James Williams, in for the injured Pope, scored twice on bombs of 85 and 64 yards from Mackey. And Mackey rolled up 304 yards passing while throwing 36 times for thirteen completions and two interceptions. This, however, was not enough against the determined Norwich defense which provided the key to the Cadet's win. Cadet Defensive halfback Dave Cronk came up with an interception four minutes after the first Panther TD and ran it all the way in.

In the second quarter, just a few plays after Mackey scored on a keeper and Williams ran for the two point conversion, the Cadet's came up with a fumble on the Panther 19 and took it in three plays later.

In a see-saw third quarter, neither team seemed able to score until the Cadets terminated a series of passes with an eight yard scoring run late in the period.

The fourth peiod was to prove the most crucial. While it was only three minutes old, Williams took a 64 yard pass from Mackey all the way into the end zone, bringing Middlebury to within one point of the Cadets. Anderson, faced with the decision of going for one point and settling for a tie or gambling on the two point conversion, decided to go for broke. Relying once again on the Mackey to Williams combination that had so far proven effective, the Panther's went for two. But the pass went behind Williams and Middlebury was down 21-20.

The offense was unable to score again in the remaining twelve minutes, and the game ended with the score Norwich 21, Middlebury 20. The previous week, an uninspired Middlebury team squeaked by R.P.I. by a score of 9-7. Phil Pope supplied the Panther's only touchdown with a four yard run in the first period. The second quarter went scoreless as both teams showed inconsistent offense and solid defense.

In the third period, a stalled Panther drive led to a 37 yard field goal by Mackey. R. P.I. was unable to score until the last quarter when they recovered a Panther fumble on the Midd. 22 and ran it in several plays later.

The last few minutes of the game were tense ones. Three times the Engineers were within scoring distance, and each time they were stopped by a determined Panther Defense. The first attempt took the Engineers to the Midd 23 where Gretjak recovered a fumble. The second drive was stopped on the five yard line, when with second and goal to go, Arnot recovered a fumble by Engineer half-back Ostrowski.

With seconds left in the game, R.P.I. had one more chance, but this time they were stopped by Viani and Geiger, who threw Engineer QB Baron for three consecutive losses out of scoring range. The game ended shortly afterwards with the score Middlebury 9, R.P.I. 7..

The Campus has received numerous reports of recent thefts on campus. Students are advised to keep their rooms locked while they are out.

SOCCER SCORECARD

Middlebury 2, Connecticut 0
Scoring: O'Neil, C. Jackson

Middlebury 4, U.V.M. 1
Scoring: For Midd - Shaw, 2; A. Jackson, Candon
For U.V.M. - Corey

B Soccer
Middlebury 11, Dartmouth 1

College Group Plans Activities

The Middlebury College Recreational Association was formed to encourage recreational activity within the College and promote closer relations with the community through recreation. It recently instituted a Saturday morning playground program for youngsters that attracted over 180 people from grades one to six on its first Saturday.

The MCRA is also acting as coordinator of College recreational activities. Two recent additions to the campus recreation include a Wednesday "co-ed conditioning evening" from 8 to 9 in the Field House and a Thurday evening scheduling of co-ed mixed doubles at 8 to 10 pm.

The association is looking for people interested in helping with the program. Ann Mechem (Box 1215) and George Cady (Box 987) are presently co-chairmen.

Volleyball practice will be held Thursday evening. League play begins Monday.

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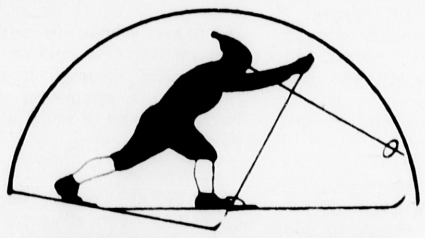

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Vietnam Letters

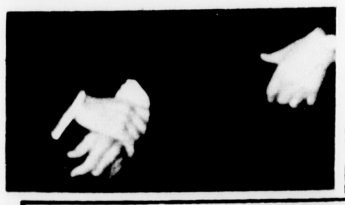
Continued from Page 7

Responsibility for the deaths of those found in the mass graves is not at all clear. Some were no doubt the victims of Communist reprisals; many others may well have been killed by the air strikes and ground attacks of U.S. and South Vietnamese forces, who reduced the old imperial city to rubble in the process of recapturing it.

It is important to keep this Communist 'massacre'—if that is what it was—in the proper perspective, though. During the same Tet Offensive, Viet Cong and North Vietnamese troops occupied almost 100 other towns and cities throughout South Vietnam, and in none of them were similar atrocities reported.

It is important also to remember that a revolutionary movement does not win popular support by terrorizing the people. Only the Viet Minh and, more recently, the Viet Cong have been able to effectively mobilize the Vietnamese peasantry for political and military action. Obviously, they have found other ways of appealing to the peasants. Today, the Communists still have the only mass-based political organization in South Vietnam and their struggle represents the fulfillment of the social revolution and war for national independence that was begun 25 years ago.

The concept of a 'native elite' should not be so hard for Mr. Rymsha to grasp. Diem was a wealthy, French-educated, Catholic mandarin; Thieu and Ky, and most of the generals who preceded them, sided with the French against the Viet Minh. They are representative of a Westernized, urban - oriented class which has little in common with the bulk of the people, who are peasants. Like the Lao elite, which rules Vientiane, and little else in Laos, and the new Cambodian government, also restricted to a narrow urban base, the present South Vietnamese government is waging war on the peasantry,' it's own people, '—and it and earlier Saigon regimes have been doing so,), with U.S. support, for a number of years.



FICTION REVIEW: DICKEY'S "DELIVERANCE"

Continued from Page 7

At first the vision seems to work, with the river unfolding as neatly as the blue line on a map. Dickey's prose holds the same rhythm as the churned water he describes, each unrolling and turning toward its unevitable resolution.

The influence of Dickey's discipline in poetry is shown in the novels many fine descriptive touches---beer gulped down under a hot sun; guitar chords raked out over the dark water; a deer hunted with bow and arrow in the early morning fog.

And then violence comes. It comes on the morning of the second day, stepping from the woods, dragging a shotgun. Two mountaineers sexually assault two members of the party in one of the most vivid unnatural acts ever put on paper.

From this point forward, Deliverance is the tale of hunt and kill, of unnecessary murder, and the desperate act of innocence which the crime demands after the canoes reach Aintry. The story is kept as taut as a bow at full draw.

When Lewis, the group's superman, seriously injures himself in a spill, the relatively soft narrator is forced to become hero. He must climb a cliff, find his enemy, and save his friends below:

I was a killer. There were deaths: one certain murder and probably another. I had the cold glass of the bow in my hand, and I was lying belly-up in a crevice in a cliff above a river, and it could be that everything was with me.

The river, naturally, is used as metaphor -- a watery grave for those who fail to survive, and the only way out for those who do. The deliverance earned through the river is a passage to guilt, not innocence or even easy sleep.

Dickey's book is not without its faults. The power of his prose grips the narrative too late, much of the dialogue goes false when it shouldn't, and the ending could better resolve tensions of character, but these are minor points.

Deliverance does what its author claims, tells how decent men kill, and that is enough to tell, that is enough.

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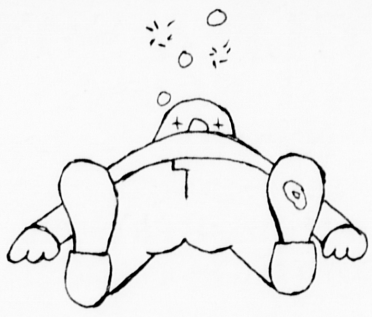

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Continued from Page 5

ate material in philosophy, religion, economics, history, political science, sociology, anthropology and geography. (May not be selected by majors in Philosophy, Religion, Economics, History, Sociology, Polotical Science or Geography.)

D. Language and Culture: The equivalent of two years of College level language work in a modern or ancient language plus three terms devoted to study of literature, philosophy, religion, history, geography of the linguistic area in question or a third year of language study. (May not be selected by language majors.)

Students will draw up a Perspectives Program in consultation with their adviser. The tentative course schedule will become part of the adviser's record and the adviser will be responsible for seeing that the student is proceeding reasonably to complete the program. The student will be free to change items in the Perspectives Program at any time with the adviser's permission. In certain exceptional cases, it may be that the limitations restricting Perspective Units to certain major departments may be inappropriate, e.g., a student heavily involved in theory construction and mathematical aspects of Ecopomics might be permitted to take the Perspectives on Society and Values. Such exceptions could be granted on the request of the adviser by the Dean of the College.

When the student has completed his Perspectives Program, the adviser will notify the Registrar that this graduation requirement has been fulfilled. The Registrar will check all records at the beginning of senior year for those students who have not yet fulfilled their program and the Deans will be notified.

Advanced Placement work and appropriate transfer credits could be applied to the fulfillment of the Perspectives Program. Since it is assumed that a failing grade is a sufficient penalty in itself, students would not be required to make up a failed unit of a Perspectives Program. In certain cases, where appropriate, students may substitute a Winter Term reading list for a unit of a Perspectives Program. Such reading lists may be prepared by individual departments or arranged individually by the student with the consultation and approval of the department. Reading list units will be evaluated either orally or in writing as the Department shall determine under the usual Pass-Fail-Honors grading of Winter Term.

The College already either is offering or is considering offering 'majors' which are inter-departmental or inter-divisional: Environmental Studies, French Area Studies, Spanish Area Studies, American Studies. EPC suggests that the various delineated fields encompassed in the Perspectives Programs suggest structures for other Program Majors. A possible plan might run as follows:

Theory Construction and Techniques:

Students would take a minimum of two years in a single science: chemistry, biology, physics, geology, psychology, mathematics plus six additional courses chosen from the same sciences but including as an option three terms in logic, philosophy of science, history or science and theory courses in economics, sociology, political science and anthropology. This major could be very useful for students oriented toward business in the scientific areas as well as those interested in science teaching at primary and secondary school levels.

Students would take a minimum of six courses in either American Literature, Art, Music, English and Drama and four additional courses in other areas from the same fields with possible cognates in foreign literature, philosophy of art and dance. No less than two nor more than six of these courses will be in studio, composition, production, composition or performance.

Society and Values:

Students would take a minimum of six courses in either economics, history, political science, sociology-anthropology, geography, philosophy and religion, such courses to be chosen for their emphasis on value considerations rather than merely descriptive material. Four courses would be taken in the same fields outside the basic area.

Language and Culture:

Students would take three years of a foreign language, ancient or modern (two 300 level courses and six courses in the history, geography, art, religion, politics and so forth, of the language area in question. This program would follow along the line of programs already established in French and Spanish but directed more at the person who wishes a general acquaintance with an area rather than extensive study of the language.

Students would choose a regular departmental major at the beginning of their sophomore year in all cases, and a program major would be designated only at the beginning of the junior year. Students would retain a base within one of the departments in the area in question but the program major structure will be followed. Students majoring in a program area would choose a Perspectives Field from one of the other areas as indicated in the description of the Perspectives Program.

Although we believe that there is great latitude within the concept of the Program Major to accommodate almost any pattern of cogent study, EPC suggests that even more individualized programs might be considered on the basis of a written proposal from a student supported by a Department. Such proposals would be reviewed by an appropriate committee, and students in such individualized programs of study would retain a bas within a single department as suggested in the case of program majors.

Bresson...

Continued from Page 7

Moreover, Bresson's use of spoken text is also troubling. It seems both too literary or static and too much in conflict with the image when one first sees the film. But the use of the text enriches the film both as a literary element and as an element of composition. The text, taken directly from the novel, endows the image with additional meaning while it acts a dead weight that increases our sense of the priest's alienation and anguish. Image and text function as complements, as do the film and novel, in a unique blend of the filmic and the literary.

Bresson's work is limited in quantity. He has made fewer films than probably any other major living director. Yet, this can only be expected of a director who has refused to compromise the purity and austerity of his art. The Journal d'un cure de campagen, then, must be viewed as the creation of an an artist who has intransigently defended himself against all facility. It is hardly surprising that the story of a s

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Although the Campus has publicized this cheap and effective service before, there has been little response. Most of the ads run so far have been indiscriminantly pulled from the bulletin boards or, as a few observant readers may have noticed, fabricated.

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Monday, Nov. 9 Proctor 8pm	Sex and Racism (Tenative)	
Wednesday, Nov. 11 Dana 4,7, & 9:30pm	FILM: 'Nina: story of a teenage pregnancy'	
Thursday, Nov. 12 Dana 8pm	Role of Male and Female In Marriage	Mr. and Mrs. Gohlke
Monday, Nov. 16 Proctor 8pm	Sexual Deviation and Homosexuality	Dr. Zandu Panzo (UVM)
Wednesday, Nov. 18 Dana 8pm	The Family Intercultural Aspects of Sexuality	Dr. Alfred Fengler Dr. David Andrews
Thursday, Nov. 19	Panel: Premarital Sexual Standards and Behavior	Moderator: Dean Wonnacott Members: Father Lawsen, Dr. Van Vleck, male and female student representatives

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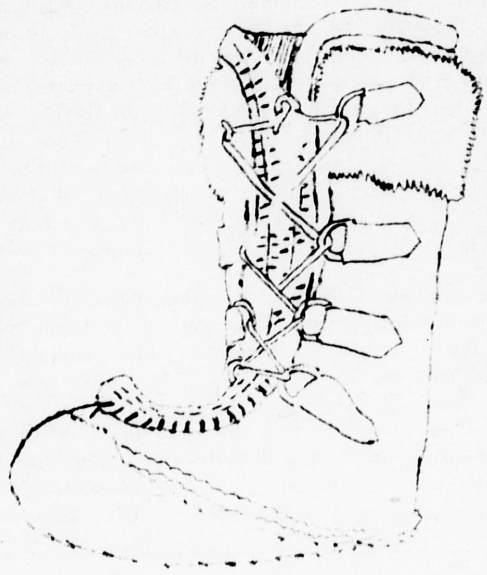

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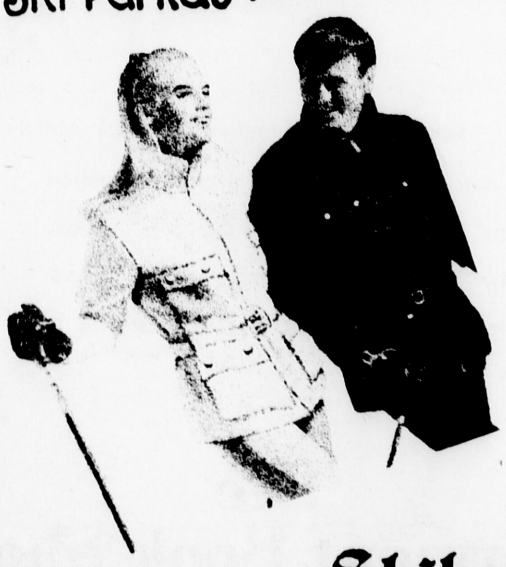

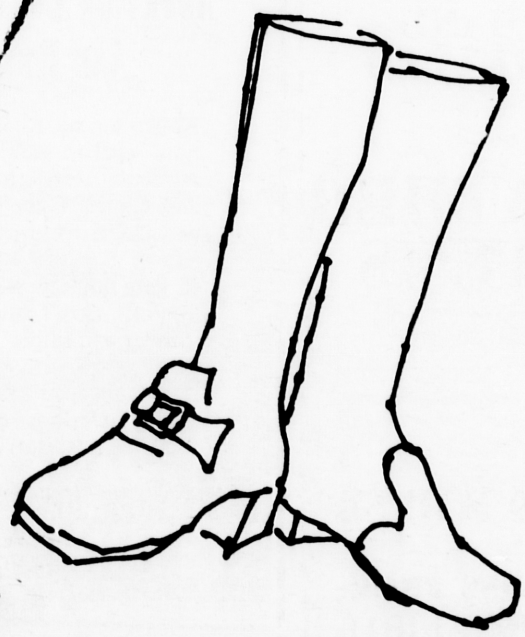

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